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ABSTRACT

This progress report of the Georgia Southern College Library presents information on a comprehensive program that involved the library in all aspects of the academic program. Objectives were to: (1) inform the college community about present and planned library services and programs; (2) attempt to expose all undergraduates to the organization of information, the existence and use of bibliographic tools, and search strategy; (3) encourage faculty to work with the library on course-related bibliographic instruction; (4) work with faculty to provide bibliographic instruction to majors; (5) initiate a credit course to teach bibliographic skills; (6) develop ways in addition to classroom-centered programs to introduce patrons to and guide them in the use of the library; and (7) educate the members of the library staff concerning the functions of the library, so they can better understand their jobs. Appendices include information on the LSEP grant, questionnaires sent to library staff, and information on library staff orientation. (Author/AWP)

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ED148366

LIBRARY SERVICE ENHANCEMENT PROGRAM

FIRST QUARTERLY PROGRESS REPORT TO THE COUNCIL ON LIBRARY RESOURCES

FOR THE PERIOD
SEPTEMBER 1, 1977 - NOVEMBER 30, 1977

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

GEORGIA SOUTHERN COLLEGE LIBRARY
STATESBORO, GEORGIA

ORION HARRISON
PROJECT LIBRARIAN

IR005 474

During the last three months the GSC Library has used the LSEP grant to begin working on a comprehensive program to involve the Library in a meaningful way in all aspects of the academic program of Georgia Southern College. We are attempting to change both the image and the role of the Library from that of a mere warehouse of books and a study hall to that of an important and necessary agent in the educational process. Our overall program as we envisage it at present consists of the following parts:

1. Informing the College community about both present and planned Library services and programs, and encouraging suggestions about improvements in and additions to services and programs.

2. Attempting to expose all undergraduates early in their college careers to the concept of the organization of information, the existence and use of basic bibliographic apparatus, and basic search strategy.

3. Encouraging teaching faculty in all subject areas at all levels of the curriculum to work with the Library on course-related bibliographic instruction.

4. Working with the faculty of each academic department to guarantee that the majors in each subject field receive at least one block of bibliographic instruction in their respective disciplines during their undergraduate years and another block during their graduate studies.

5. Initiating a credit course to teach bibliographic skills sponsored by the Library and an academic department, organized around a topic of current general interest, and team taught by professors from various disciplines.

6. Developing ways outside the classroom to introduce patrons to and guide them in the use of the Library and its resources.

7. Educating the members of the Library staff concerning the functions and operations of the Library and its various departments so that they can better understand and perform their jobs, with the end result being better service to the GSC College community.

ESTABLISHING A DIALOG

In many ways what was anticipated to be one of the most difficult tasks has so far proven to be one of the easiest. Obviously before one can begin working with administrators, faculty, and students to include the Library in an integral way in the educational process, they must be convinced that the Library should indeed occupy such a role. Individual meetings have been held with the College's President and Vice President and with each of the academic Deans to explain what the LSEP grant is all about and what the Library intends to do with it, and to ask for advice and assistance (see Appendix I). In every case the reception was cordial, agreement with the outlined program was expressed, and encouragement and support were offered. Subsequently, each of the Deans except one has invited me to a meeting either of all of his faculty or of all of his department heads, and these meetings have led to other meetings with the faculties of individual departments. A few professors have requested special bibliographic presentations for classes, and the head of the biology department asked me to speak to his faculty in detail about the Library's services -- particularly those in support of research. The latter meeting evolved into discussions of how to use the Monthly Catalog of United States Government Publications and Biological Abstracts.

While all of the administrators and faculty whom I have contacted so far

have been receptive to the idea of the Library's assuming an active role in the educational process and have promised to work more closely with the Library in the future, success cannot be claimed in any degree until faculty actually begin working more closely with the Library in the teaching of their courses -- or to state it more accurately, until faculty actually allow the Library to work more closely with them. Although I have as yet encountered no philosophical road-blocks, I am afraid that the process of converting talk into action will be a slow and arduous one.

Direct contacts with and feedback from students have been much more difficult to achieve than with administrators and faculty. I am presently attempting to work through the student government organization and its Academic Improvement Committee, through an organization representing the residents of dormitories, and through the fraternities and sororities (see Appendix II for a copy of the letter sent to all fraternity and sorority presidents). Some concrete results are expected from these contacts next quarter.

REACHING FRESHMEN AND SOPHOMORES

By working with the English department we attempt to give all undergraduates a general orientation to the Library and some basic instruction in the use of the Library's resources before they begin course work in their major subject areas. The English 152 course is considered to be the best vehicle because it is part of the core curriculum and because a research paper is supposed to be required. Every academic quarter the Director of Freshmen English encourages the teacher of each section of English 152 to schedule his class in the Library for one hour on each of two consecutive days. The first hour consists

of a discussion of the types of materials to be found in the Library and a description of the way reference tools and other sources of information range from the general to the specific. A slide presentation follows which is designed to introduce the students to the physical facilities of the Library building and the services offered. During the second hour, the students are introduced to search strategy and types of reference tools by taking a sample topic and showing step by step how information may be located about it. Transparencies are employed during this phase of instruction. The second session ends with a physical tour of the building. Copies of handouts that are given to the students during these two days are being sent with this report.

All students who participate in the English 152 instruction sessions are asked to complete and return an evaluation form (see Appendix III) that is designed to measure the impact of the instruction on the students and to elicit suggestions and comments. Comments have ranged from "I thought it was excellent" and "Very informative and helpful" to "Too much material presented too fast" and "I already knew everything." Immediate reinforcement of the information presented by the Library is provided by having the students complete an answer sheet by following the directions in a programmed learning booklet (copies of the answer sheet and booklet are being sent with this report). This exercise is designed to make certain that the basics about how to use a card catalog and a periodical index are understood. The exercises are returned to the Library, errors are marked, and the answer sheets are returned to the professors for distribution back to the students. What is (hopefully) learned from the library instruction is immediately put into practice when the teacher requires the students to work on a research paper.

Several additional points about the English 152 sessions need to be made:

1. The lectures do not remain static. Constant changes in both content and manner of presentation are made as a result of experiences with classes and

in response to the evaluation forms.

2. The teachers are contacted in advance to find out the topics on which their students will be doing their research papers, and the two sessions are organized as closely as possible around those topics.

3. Teachers are encouraged to accompany their classes because:

a) A teacher's absence may indicate to the students that the Library is merely "babysitting" with them for two days and that nothing presented by the Library staff is important to their course work.

b) Teachers can sometimes benefit from the instruction themselves. In one case, a professor who did not come with his class berated his students when they referred to the MLA Bibliography. He not only did not know of the existence of this work, but also accused the students of making the title up.

4. Not all undergraduates are reached. Many transfer students do not take English 152, and some teachers of this course choose not to have their classes participate in the Library instruction sessions.

COURSE-RELATED INSTRUCTION

The presentations given to the English 152 classes are now an established program. This program is not intended, however, to be a one-time panacea for all of the students' bibliographic needs. We are attempting to convince the faculty that in every course which requires independent library work the teacher and the Library should work together to give the students specialized bibliographic instruction before they begin work on the assignment. When this instruction is given, it is tailored to the particular subject of the assignment and to the academic level of the course. Sometimes a classroom lecture is given, appropriate transparencies are shown, and a prepared bibliography is distributed. In most

cases, however, the instruction is given by means of a bibliographic tour. The tour progresses from one area to another within the Library building to indicate the steps involved in a systematic search strategy, and at each stopping place the locations and uses of the most appropriate reference tools that will help with the assignment are discussed. This academic quarter the reference staff gave course-related instruction to fifty-eight classes in many different subject areas, ranging from freshman level to graduate level.

Problems with our course-related instruction program include:

1. Bibliographic instruction related to a particular assignment cannot be given if there is no assignment. Most courses on our campus seem to be taught strictly by the lecture/textbook method.

2. Too often when an assignment is given the teacher assumes that his students have already picked up the necessary information-seeking skills from somewhere, so no thought is given to offering any bibliographic instruction.

3. Some teachers who see the need for bibliographic instruction attempt to give it all by themselves without allowing the Library to work with them.

4. The one hour which is usually alloted for course-related instruction often does not provide enough time to make an adequate presentation. The session seems hurried and somewhat superficial to both the students and the librarians.

5. Course-related instruction can in a sense become too successful. If many more sessions are requested each quarter the present reference staff will not be able to handle them all adequately.

REACHING SUBJECT MAJORS

It is hoped that eventually the Library will be able to provide course-

related instruction to a great number of courses and that students will constantly be exposed to search strategy and the selection and use of appropriate bibliographic apparatus as they progress through their college work. Course-related instruction is given only at the request of a teacher, however, and it seems advisable to find some way to guarantee that all students are exposed to the organization of information in, and the existence and use of the appropriate bibliographic apparatus related to, their respective major subject fields before they graduate. We are investigating with individual academic departments the possibility of picking a course in each subject field which all majors are required to take and including in it a block of rather intensive bibliographic instruction every time the course is taught. It would be best if such a course had a research paper assignment so that immediate application could be made of the library instruction which is given. Another such block of even more advanced bibliographic instruction should be included at the graduate level for all students in disciplines which do not already have a separate course in bibliography or research. So far no block of this type of guaranteed bibliographic instruction for all subject majors has been included in any course, but professors in a couple of disciplines have expressed interest in establishing such a block of instruction.

A CREDIT COURSE IN BIBLIOGRAPHY

We would like to see a credit course established in the curriculum that would provide students the opportunity to receive bibliographic instruction for an entire quarter. The literature indicates that many such separate courses which have been tried elsewhere have failed because it is difficult to entice students to sign up for a "bibliography" course in the first place, and

because it is a major problem to make the course meaningful and interesting to the students while it is being taught. Plans are presently being made to offer a course that is co-sponsored by the Library and an academic department, that is organized around a topic of current general interest (e.g., terrorism, the energy crisis, or ethics in government), and that is team taught by professors from various disciplines. The course will be designed to:

1. Indicate the varied aspects of and encourage objective thinking about a complex topic.

2. Show the interrelationships among various disciplines and introduce the ways in which each discipline views the issues, events, personalities, and developments connected with the topic.

3. Present the bibliographical approaches to information on the topic both in general and from the standpoint of each discipline.

The head of the sociology department has expressed interest in having the Library work with his department in developing and teaching such a course, but we are still in the initial planning stage.

EDUCATING THE LIBRARY'S PATRONS

In addition to the various programs by which the Library works through the classroom, we are trying other methods to help patrons get better use of the Library and its resources and to contribute to the quality of education that is received at Georgia Southern College.

1. We are in the final stages of writing a handbook that will explain the Library's major services and policies.

2. A printed guided tour of the building is being developed.

3. We are investigating the possibility of providing some point-of-use slide/tape presentations.

4. Next quarter we intend to offer a term paper clinic whereby extra professional reference help will be available at times of predicted heaviest use of the Library for researching papers.

EDUCATING THE LIBRARY STAFF

Since the quality of service that the Library is able to provide depends on the smooth functioning of all of the various aspects of the Library's overall operation, we have developed a program of orientation and instruction which is available to all members of the Library staff and is required of all new staff members. Appendix IV contains copies of a report describing the program, memoranda explaining the program to the Library staff, and an evaluation form for the program. This staff orientation/instruction program has already been successfully offered twice, and it will be given as often in the future as the rate of personnel turnover dictates.

The first quarter of working on the LSEP grant has been challenging, interesting, and rewarding. It has also been quite frustrating to have so many ideas and plans and to see them become realities so slowly. I hope that my next report will indicate the actual implementation of more parts of the comprehensive program that I have outlined here.

APPENDIX I

GEORGIA SOUTHERN COLLEGE

OUTLINE OF THE PRESENTATION GIVEN TO ADMINISTRATORS AND FACULTY
CONCERNING THE LSEP GRANT

1. It has become obvious to the Readers' Services staff that GSC freshmen in general are not aware of the purpose of a library, the types of materials housed therein, the types of services available from the Library staff, or how to go about finding information. Unfortunately, this situation does not seem to have improved by the time the students become juniors, seniors, or even graduate students.

2. The librarians at GSC feel that we should promote library services, encourage library use, and take an active role in the educational process.

3. We librarians feel that during his academic career in addition to learning the subject matter presented in his various courses, each student should obtain a knowledge of the basic bibliographic apparatus of the subject areas which he studies and should develop the ability logically, systematically, and comprehensively to search for information on a given topic. Bibliographic knowledge and search strategy skills are necessary for the student:

a) To help him directly with his day-to-day course assignments.

b) To help him more fully to understand the scope and complexity of the subject fields which he studies.

c) To help him in his continuing education after graduation.

d) To aid him in graduate work and scholarly endeavors.

4. I have received a grant for this academic year to free me full time to work with administrators, faculty, and students to improve library services and to explore ways to integrate the Library more fully into the total teaching/learning program of the College.

5. All of us at the Library would welcome any comments or suggestions concerning the Library, its services, and the role it is now playing on campus and should play in the future. As of now our present programs and future plans include:

a) Attempting to expose all students early in their college careers to the concept of the organization of information, the existence and use of basic bibliographic apparatus, and basic search strategy. At present all of the English 152 composition classes come to the Library for two hours of orientation and bibliographic instruction.

b) Encouraging professors in all subject areas at all levels of the curriculum to work with the Library on course-related bibliographic instruction. This may include the preparation of bibliographies, tours, or classroom presentations.

c) Working with the faculty of each academic department to guarantee that the majors in each subject field receive at least one block of bibliographic instruction in their respective disciplines during their undergraduate years and another block during their graduate studies.

d) Developing other ways to introduce patrons to the use of the Library and its resources:

(1) Publish a library handbook.
(2) Provide printed guided tours of the building.
(3) Develop point-of-use slide/tape presentations.
(4) Offer term paper clinics.
(5) Sponsor a credit course organized around a topic of general current interest (e.g., the energy crisis or the problem of terrorism) and team taught by professors from various disciplines. The course would be designed to teach the complexities of the topic; the interrelationships among the various disciplines and the ways in which each subject area views the issues, events, and personalities connected with the topic; and the bibliographical approach to information on the topic from the standpoint of each discipline.

APPENDIX II

GEORGIA SOUTHERN COLLEGE
STATESBORO, GEORGIA 30458

THE LIBRARY

November 18, 1977

Mr. Jim Armstrong, President
Kappa Alpha
Landrum Box 11548
Georgia Southern College
Statesboro, Georgia 30458

Dear Mr. Armstrong:

The staff members of the Library are interested in taking an active role in contributing to the quality of education at Georgia Southern College. With this in mind I (Orion Harrison) have been freed from all other duties this academic year to work with students, faculty, and administrators in an attempt to improve library services to the entire college community and to explore ways in which the Library can meaningfully be integrated into the total teaching/learning program of the institution. Enclosed is an outline which I hope will give you an idea of the types of things I have been discussing with faculty and administrators. I should also like to work as closely as possible with students. If you would like to discuss ways in which the Library can better serve the members of your fraternity or sorority --or even the student body as a whole--please contact me at Landrum Box 8074.

Sincerely,

Orion Harrison

OH/bld
Enclosure

APPENDIX III

GSC LIBRARY ORIENTATION

The following questions have been designed to help us improve the freshman orientation program. Please take time to answer the questions below. We will appreciate your cooperation.

For the following questions please circle the number on each line where you feel your answer is best indicated.

1. Before coming to the library, did you feel competent in library skills?

1	2	3	4	5	6	7
not at all						very competent

2. How helpful was our library orientation program (lecture, slides and tour) in familiarizing you with the resources and services of the library?

1	2	3	4	5	6	7
not helpful						very helpful

3. Specifically, did you think the lectures were helpful in introducing you to the library and its many types of resources?

1	2	3	4	5	6	7
not helpful						very helpful

4. Did the slides help you understand how to use the card catalog and indexes to locate books and magazine articles?

1	2	3	4	5	6	7
not helpful						very helpful

5. Did you think the guided tour of the library was helpful?

1	2	3	4	5	6	7
not helpful						very helpful

6. Did you feel the library exercise was helpful in reinforcing the lessons covered in the classroom?

1	2	3	4	5	6	7
not helpful						very helpful

7. Do you have any suggestions or comments on the orientation program or the library exercise?

APPENDIX IV

LIBRARY STAFF ORIENTATIONS

Preliminary Report

by
Orion Harrison and Emily Scott

October 22, 1976

I. Purpose of programs
   A. The major aim is to help staff members at all levels of the Library organization to understand and perform their jobs better.
   B. To help Library personnel understand the jobs of others and see how all jobs interrelate.
   C. To lead to an understanding of what the Library is all about as far as the college community is concerned. This would include such areas as the mission of the Library and the services it provides.
   D. To give staff a chance to learn how to use the Library's resources (card catalog, periodical indexes, etc.).

II. Types of programs
   A. Tours through the various departments. The tours should consist of an explanation of the role of the department in the operation of the Library as well as a demonstration of the actual tasks which the department performs and the procedures it follows. Plenty of opportunity should be allowed for questions.
   B. Classroom lectures aimed at teaching in some detail (but not too much detail) how to use the Library and its resources.

III. Availability of programs
   A. All of the sessions should be made available to any Library staff member who is interested.
   B. At their own discretion, department heads may require certain or all of their staff to attend any given session.

IV. Implementation of programs
   A. Each session should be approximately one hour long (no longer) and should be offered twice in order that all who are interested may participate.
   B. Because of scheduling problems in Readers' Services, it is suggested that 9 to 10 a.m. on Tuesdays and Wednesdays would be good times for the sessions.
   C. We suggest that all of the tours be given before the classroom lectures begin and that they be given in the following order: (1) Acquisitions and serials, (2) Cataloging, (3) Circulation, (4) Reference and AV, and (5) Documents.
   D. Once the programs are established, they should be offered anew once each year.

V. Evaluation and criticism of programs
   A. Some means needs to be used to get feedback from the staff on the usefulness and effectiveness of the sessions so that we can expand, condense, eliminate, and improve as required.

A questionnaire (sample attached) was circulated to all staff members outlining the programs and asking for an indication of interest. The return was 28 out of 35 (80%) and the response was 21 out of 28 (75%) in favor of the tours and 18 out of 27 (67%) for classroom lectures.

October 8, 1976

MEMORANDUM

TO: All Library Staff Members

FROM: Orion Harrison and Emily Scott

We are planning a series of orientation tours of the various departments within the Library. These tours are meant to give everyone a better understanding of the jobs of others and of how all of the jobs relate to each other. We think it would be both interesting and helpful if each employee understood better how the Library as a whole operates and why his/her particular job is important.

There is also the possibility that we will go even further and offer classroom lectures on how to catalog a book, how to use periodical indexes, etc. Before we go too far in the planning and implementation of these various orientation programs, however, we would like to get an idea of how the Library staff as a whole feels about such programs. Please check the appropriate spaces below and return this form to Mrs. Scott as soon as possible.

I would be interested in participating in orientation tours of the various departments within the Library.

_____ Yes

_____ No

I would be interested in attending classroom lectures on how to use the Library.

_____ Yes

_____ No

LIBRARY

October 24, 1977

MEMORANDUM

TO: All members of the Library staff

FROM: Orion Harrison

This year we are again offering a program of orientation to the Library for staff members. The first phase will be a series of tours of the various departments designed to indicate the role of each department in the overall operation of the Library and to give a general idea of the tasks performed by the personnel of each department and the procedures followed. We hope the end result will be to show each person how his job fits into the overall picture and to give everyone a better understanding of the jobs of others.

Please sign up for the tours on the attached sheet. Every staff member who began work after November 19, 1976 is required to take all of the tours except the one for his own department. Anyone else may take any or all of the tours as desired. If it is at all convenient, sign up for each of the tours the first time it is offered. Provision has been made, however, to offer each tour twice if this becomes necessary. After you have signed up for the tours, let your supervisor know in advance the times you will be away from your job. The sign-up sheets should be returned to Mr. Harrison by 3:00 Thursday, October 27.

LIBRARY

October 31, 1977

MEMORANDUM

TO: All members of the Library staff

FROM: Orion Harrison

As a complement to the tours of the various departments within the Library which are being given this week, classroom discussions on various topics relating to how to use a library will be offered next week as indicated on the attached schedule. The lectures will be held in Seminar Room II from 8:30 to 10:00. All non-exempt employees who began work after December 17, 1976 are required to attend all sessions. Anyone else may come to all, some, or none. Please sign up on the accompanying chart for the sessions you plan to attend and notify your supervisor so that she/he will know when you will be away from your work.

The first fifteen minutes of the Monday session will be devoted to a discussion of the Library Service Enhancement Program Grant which Mr. Harrison is working on this year. Anyone who is interested in hearing about the purposes of the grant and the progress made so far is invited to attend; you may then leave if you do not wish to hear the remainder of the discussion.

Please read, initial, and return to Mr. Harrison by 3:00 Thursday, November 3.

LIBRARY USE INSTRUCTION
for
The G.S.C. Library Staff

November 7

I. The LSEP Grant

II. The Information Explosion -- The Problem

III. The Organization of Information -- Attempted Solutions
  A. The purpose of libraries
  B. A brief history of libraries in the western world
  C. The types of libraries

November 8

I. Cataloging and Classification

II. The Card Catalog and Subject Headings

November 9

I. Indexes and Abstracting Services

II. Reference Books

November 10

I. Government Documents

November 11

I. Search Strategy -- A step-by-step approach to finding information on a subject

II. Interlibrary Cooperation
  A. State and local cooperative systems
  B. Union catalogs
  C. Interlibrary loan
  D. GIDC computerized literature searching

GEORGIA SOUTHERN COLLEGE

LIBRARY STAFF ORIENTATION

The following questions have been designed to help us improve the orientation program for the library staff. We appreciate your cooperation in answering these questions. Return this sheet to Mr. Harrison by 3:00 on Monday, November 14.

I participated in:

_____ None of the tours.
_____ All of the tours (except the one for my department).
_____ Some of the tours.
_____ None of the classroom sessions.
_____ All of the classroom sessions.
_____ Some of the classroom sessions.

For the following questions please circle the number on each line which best indicates your answer.

1. Before coming to work at the Library, did you feel competent in using this or any other library to locate resources and/or information?

1	2	3	4	5	6	7	8	9	10
not at all									very competent

2. How helpful was our library orientation program in familiarizing you with the Library's materials and services?

1	2	3	4	5	6	7	8	9	10
not at all									very helpful

3. Did you feel the tours were helpful in understanding how the many departments work, and how important each is to the operation of the Library as well as the services it provides to its clientele (faculty and students)?

1	2	3	4	5	6	7	8	9	10
not at all									very helpful

4. Were the classroom sessions helpful in giving you a good idea of how a library organizes information for use and how one can logically and systematically find needed information in a library?

1	2	3	4	5	6	7	8	9	10
not at all									very helpful

5. Do you have any suggestions or comments on the orientation program?

ANSWER SHEET FOR ENGLISH 152 EXERCISE

Exercises are available at the
Reserve Desk in the Library.

_____
Name

_____
Instructor

1. Author's name : _____

   Title: _____

2. Call number:

3. Title: _____

4. Call number:

5. Subject: _____

6. Title: _____

7. Related subject: _____

8. Call number:

9. Subject: _____

10. Subject: _____

11. Name: _____

12. Title: _____

13. Subject: _____

14. Title of article: _____

15. Citation: _____ _____ _____ _____
Magazine title (not abbreviated) Vol. no. Pages Date

BE SURE TO RETURN YOUR EXERCISE TO THE RESERVE DESK! HAND THIS ANSWER SHEET IN TO YOUR INSTRUCTOR.

Welcome to the library!

This is an exercise designed to acquaint you with four basic ways of finding information in the Georgia Southern College Library.

When you have completed this exercise, you will have become familiar with the four objectives:

OBJECTIVE ONE: Find a book by author

OBJECTIVE TWO: Find a book by title

OBJECTIVE THREE: Find a book by subject

OBJECTIVE FOUR: Find a periodical article

Turn to page 2 for more details.

Follow the instructions on each page of this exercise. If you have questions at any time, see a Reference Librarian at the Information/Reference Desk.

You have been given a blank answer sheet for this exercise. Additional answer sheets are available at the Information/Reference Desk.

All of your answers are to be written on this answer sheet. Do not write on this exercise booklet.

Write your name, instructor, and section at the top of your answer sheet.

Turn to page 3.

OBJECTIVE ONE: FIND A BOOK BY AUTHOR

You need to locate a book by a particular author. You know the name of the author and the title of the book. You do not know the call number of the book.

Here is a list of ten authors and titles.

1. Adams, Grace Kinckle. The Mad Forties.
2. Beck, Warren. Man in Motion.
3. Cameron, Kenneth M. The Theatrical Response.
4. Davis, Kenneth Culp. Administrative Law and Government.
5. Elkins, Stanley M. The Founding Fathers.
6. Fry, Christopher. The Boy With a Cart.
7. Kanter, Rosabeth Moss. Communes.
8. Marshall, Dorothy. Industrial England, 1776-1851.
9. Novak, Michael. Choosing Our King.
10. Simons, Algie Martin. Personal Relations in Industry.

Pick one author and write the author's name and the book title on line 1 of your answer sheet.

Turn to page 4.

You have chosen a particular author and have written his name and the title of his book on your answer sheet. Find the card in the author-title catalog for this book. The card will be filed alphabetically according to the author's last name.

When you have found the card for your book, write the call number on line 2 of your answer sheet. If you have difficulty finding the card, see a Reference Librarian.

Cards for other books by your author will be filed next to the card for your particular book.

Turn to page 5.

Congratulations! You have completed Objective One. You can now locate a book using the author's name.

Turn to page 6 for the next objective.

OBJECTIVE TWO: FIND A BOOK BY TITLE

You need to locate a certain book. You do not know the name of the author of the book.

Here is a list of ten book titles:

1. Each to the Other.
2. The Way in Africa
3. Half Bitter, Half Sweet
4. Genesis and Geology
5. Plastics as an Art Form
6. A Simple Honorable Man
7. Anger Control
8. The Tariff on Wool
9. Cake Icing and Decorating
10. New Directions for College Counselors

Pick one and write the title of the book on line 3 of your answer sheet.

Turn to page 7.

You have chosen a particular title and have written it on your answer sheet. Find the card in the author-title catalog for this book. It will be filed alphabetically by title.

Note: If the first word of your title is an article ("a," "an," or "the"), disregard this initial article. The alphabetical arrangement will begin with the second word.

When you have found the card for your book, write the call number on line 4 of your answer sheet. If you have difficulty finding the card, see a Reference Librarian.

Turn to page 8.

Congratulations! You have completed Objective Two. You can now locate a book by its title.

Turn to page 9 for the next objective.

OBJECTIVE THREE: FIND A BOOK BY SUBJECT

You need to locate a book about a particular subject. You do not know the authors or titles of any books on this subject.

Here is a list of ten subjects.

1. Balance of payments
2. Decision-making
3. Fashion
4. Liberalism
5. On-line data processing
6. Personnel service in education
7. Regional planning
8. Smoking
9. System analysis
10. Vertebrates

Pick one subject and write it on line 5 of your answer sheet.

Turn to page 10.

You have chosen a particular subject and have written it on your answer sheet. You need to locate a book on this subject.

Go to the subject card catalog.

Find the drawer which contains cards for your subject. Your subject will be typed on a tall card which is covered with a plastic jacket. This tall card is called a guide card.

When you have found a guide card that matches your subject exactly, turn to page 11.

You have found a guide card for your subject. Immediately behind this guide card are filed cards for books on this subject.

Choose one of these books. Write down the title of this book on line 6 of your answer sheet.

Turn to page 12.

Look at the last card in the section of cards for your subject. (This will be the last card before you come to another guide card.) These cards are intended to suggest other related topics which might be helpful to you. If you were actually working on a report or paper on your subject, you might want to look up these related topics in the subject catalog for additional source material.

Choose one of these related topics and write it on line 7 of your answer sheet.

Turn to page 13.

Look at the next guide cards. Remember, the guide cards are tall cards with plastic jackets. You should see guide cards for subdivisions of your subject, such as "...-- Addresses, essays, lectures." These guide cards are used for books on more specific divisions of your topic.

Choose a book from one of these subdivisions. Write its call number on line 8 of your answer sheet.

Turn to page 14.

Even if you have a subject term in mind, the subject catalog will not always list books of interest to you under that particular subject term. What do you do then?

Pick a topic from the list of ten below.

1. Retail trading areas
2. Mountain climbing
3. Digests of books
4. Mass culture
5. Pumps
6. Electric appliances
7. Immigration
8. Protection of forests
9. Cook-books
10. Vines

Write this topic on line 9 of your answer sheet.

Turn to page 15.

Find a guide card in the subject catalog for this topic.

The guide card for this topic will instruct you to see another subject heading. Cards for books of interest to you will be filed behind the guide card for this second subject heading.

Write the subject heading to which you have been referred on line 10 of your answer sheet.

Turn to page 16.

There is one more detail of the subject catalog with which you should be familiar.

We have been dealing so far with subject headings for ideas or things. But how do you find books about people, such as famous authors?

Pick an author from the list below.

1. Boswell, James
2. Defoe, Daniel
3. Hawthorne, Nathaniel
4. Chaucer, Geoffrey
5. Poe, Edgar Allen
6. Jonson, Ben
7. Melville, Herman
8. Goethe, Johann Wolfgang von
9. Garcia Lorca, Federico
10. Spenser, Edmund

Write the name of this author on line 11 of your answer sheet.

Turn to page 17.

Find the group of guide cards in the subject catalog which contains your author's name. You should see several guide cards for your author; one will contain only the author's name, and the others will have subdivisions for more specific aspects of the author's life and works. Cards for books about your author or about books written by your author will be filed behind these guide cards.

Find a card for a book about your author. Write the title of this book on line 12 of your answer sheet.

Turn to page 18.

Let's go over that again.

To find books about William Faulkner, look up Faulkner, William in the subject catalog.

To find books by William Faulkner, look up Faulkner, William in the author-title catalog.

Turn to page 19.

Congratulations! You have completed Objective Three. You can now locate a book on a particular subject.

Turn to page 20 for the last objective.

OBJECTIVE FOUR: FIND A PERIODICAL ARTICLE ON A PARTICULAR SUBJECT

You need periodical articles on your subject for a report or paper.

Pick a subject from the list below.

1. Fashion shows
2. Insulin
3. Pigeons
4. Plastics
5. Pregnancy
6. Soccer
7. Track athletics
8. Military bases
9. Camping
10. Country life

Write this subject on line 13 of your answer sheet.

Turn to page 21.

This library subscribes to over 2,000 periodicals. Finding an article on your subject in one of these periodicals could be a lengthy task unless you first used a periodical index.

For this exercise you will use the Reader's Guide to Periodical Literature, an index of general interest periodicals. Go to the index area and locate the Reader's Guide. Indexes in this area are marked with yellow tape and are arranged alphabetically by title.

Choose one volume of the Reader's Guide. (One of the more recent volumes will be best for this exercise.)

You have already chosen a subject. Look up this subject in your volume of the Reader's Guide and find a citation to an article which might interest you.

Turn to page 22.

The citation you have found contains several abbreviations. A complete list of all abbreviations used will be found in the preface to your volume.

Here is a sample citation and an explanation of what it means:

Sample entry: CIVIL rights demonstrations
Day they didn't march. L. Bennett, Jr. il Ebony
32:128-30+ F '77

An illustrated article on the subject CIVIL rights demonstrations entitled "Day they didn't march." by L. Bennett, Jr. will be found in volume 32 of Ebony, pages 128-30 (continued on later pages of the same issue) the February 1977 number

Copy the title of your article on line 14 of your answer sheet.

Copy the citation information you will need to locate this article on line 15 of your answer sheet. If your periodical title is abbreviated, look up the full title.

Pads of blank forms to help you record this information when you are working on an actual report are available on the index tables.

Turn to page 23.

This library has over 100 periodical indexes. Most cover specialized subject areas. When you are actually working on a report or paper, try to find an index which deals with your particular subject. A Reference Librarian will be glad to help you choose a suitable one.

Now turn to page 24.

Congratulations! You have completed Objective Four. You can now locate a periodical article using an index.

There is just one more thing to discuss.

Turn to page 25.

The lessons in this exercise have been very basic. When you begin to work on actual class assignments, we expect you to encounter more complicated situations as you use the card catalog and the periodical indexes.

The Reference Librarians will be happy to help you with any of your questions about library use.

That's all! Good luck!